

**Core Question 1: Is the educational program a success?**


The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

*Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.*

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received a 'D' or 'F' for the most recent school year.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	AS	AS	ES	MS	MS		
Sub-ratings	Sub-ratings				Points	Result	Sub-rating
	Elementary/Middle School Letter Grade				3.5	B	MS
	High School Grade Letter Grade				3.08	B	MS

The Indiana State Board of Education awarded Irvington Community School a **B** for its 2013-14 school year performance. A school that serves students across both K-8 and 9-12 grades receives a letter grade for K-8, and a letter grade for 9-12. The final category designation comes from a combined letter grade that is weighted by enrollment in the various grade levels. For the purposes of the OEI performance framework, the rating is determined from the combined grade, although both grades are captured here in subratings.

**State Accountability Results – Elementary/Middle**
**English/Language Arts**

**B** +  - No Growth Penalty  
 Proficiency Top 75% Growth Bonus

**Mathematics**

**B** + - No Growth Penalty  
 Proficiency No Growth Bonus

A school receives its elementary/middle school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2014, 81.5% of Irvington Community School students passed the English/Language Arts portion of ISTEP+, while 82% of students passed the Mathematics portion.

In English/Language Arts, Irvington Community School

received a bonus point for high growth in the Top 75% super subgroup. The school did not receive any penalties for overall low growth.

In Mathematics, the school did not earn any bonus for high growth in either super subgroup. The school did not receive any penalties for overall low growth.

Based on its ISTEP+ proficiencies and growth bonuses and penalties, the elementary/middle school received a **B** for the 2013-14 school year.

A school receives its high school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on improvement in proficiency between 8<sup>th</sup> and 10<sup>th</sup> grade. High Schools also receive points based on graduation rate, and college and career readiness of graduates. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2014, the 10<sup>th</sup> grade cohort at Irvington Community School had a proficiency rate of 75% on the English 10 End of Course Assessment (ECA), and received a no bonus due to its 8<sup>th</sup> grade to 10<sup>th</sup> grade improvement rate and a no bonus from 10<sup>th</sup> grade to graduation improvement.

Irvington Community School's 10<sup>th</sup> grade cohort had a proficiency rate of 82.4% on the Algebra I ECA, and also received a no bonus for its improvement rate from 8<sup>th</sup> to 10<sup>th</sup> grade and a no bonus for 10<sup>th</sup> grade to graduation improvement.

Additionally, Irvington Community School had a four-year graduation rate of 84.5%, with 52.1% of those graduates qualifying as "college and/or career ready".

Based on its 10<sup>th</sup> grade cohort proficiencies, graduation rate and college and career readiness rate, the high school received a **B** for the 2013-14 school year.

Based on its weighted combination of the elementary/middle grade and the high school grade the school received a **B** for the 2013-14 school year and received a **Meets Standard** on the Office of Education Innovation (OEI) performance framework.

#### State Accountability Results – High School

**C**  
English 10 Proficiency

+

No 8-10 Improvement

+

No 10-Grad Improvement

**B**  
Algebra I Proficiency

+

No 8-10 Improvement

+

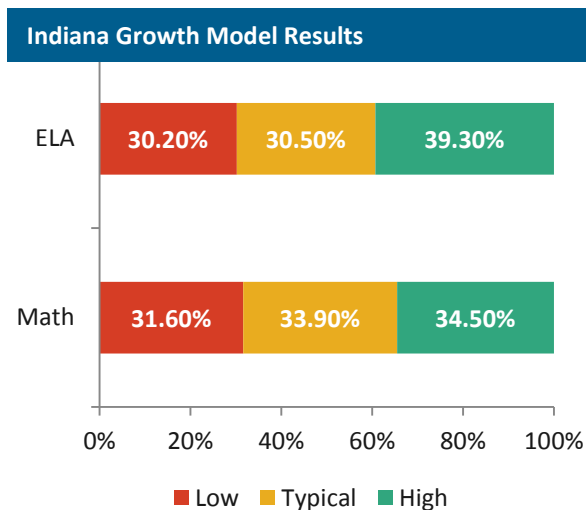
No 10-Grad Improvement

**B**  
Graduation Rate

**A**  
College and Career Readiness (CCR) Rate

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	AS	AS	AS	AS		

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2013-14, 69.8% of Irvington Community School students made typical or high growth in English/Language Arts, while 68.4% made those gains in Mathematics.

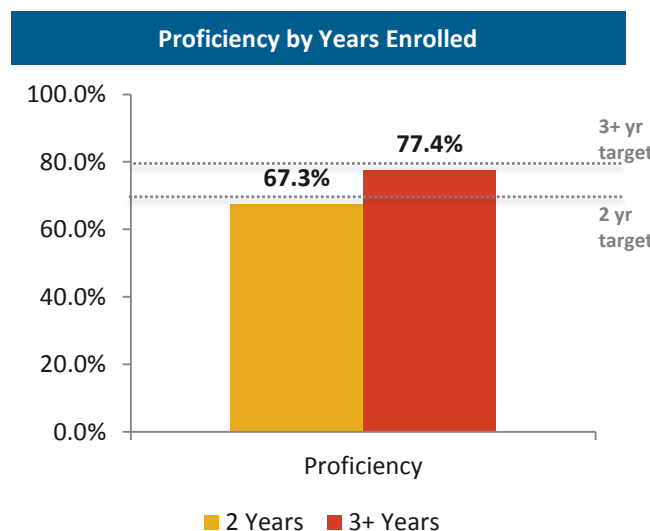
As shown in the table below, a weighted average across both subjects shows that 69.1% of students at Irvington Community School made sufficient gains in 2013-14. Thus, the school received a **Approaching Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	30.2%	30.5%	39.3%	69.8%
Math	31.6%	33.9%	34.5%	68.4%
Weighted Average				69.1%

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
<b>Indicator Targets</b>	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.					
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	Not Evaluated				<b>AS</b>		

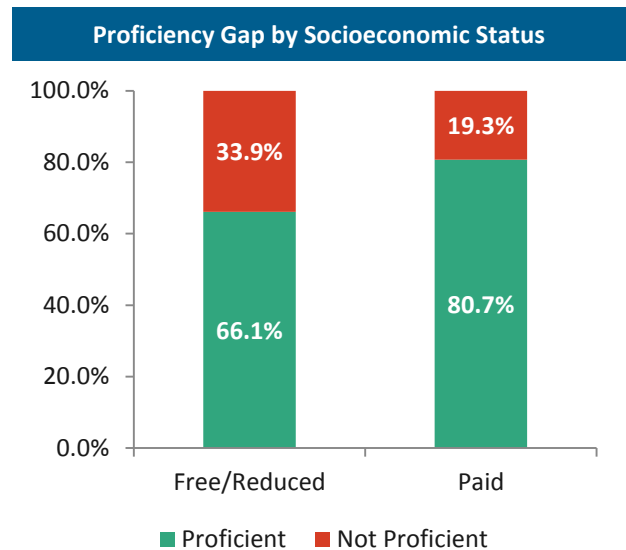
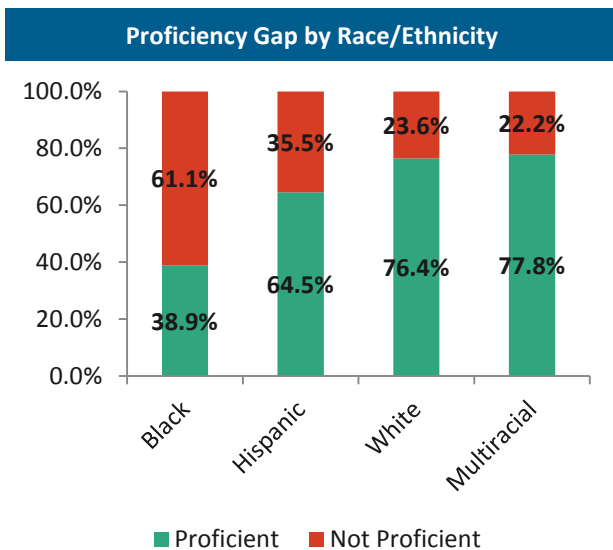
Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Irvington Community School for two years, 67.3% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 77.4% were proficient on both subjects. Thus, the school earned a **Approaching Standard** on the OEI performance framework.



1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Approaching standard	School has no more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Meets standard	School has no more than 10% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Exceeds standard	School has more than 5% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				DNMS		

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socceconomic status. Disaggregated performance for Irvington Community School is captured below.



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While 72.7% of all Irvington Community School students were proficient, there are gaps between the overall performance of a variety of student groups.

As shown in the left graph above, the largest of these gaps occurs between Multiracial student proficiency and Black student proficiency, resulting in a difference of 38.9%.

Additionally, as shown in the right graph above, Irvington Community School has a proficiency gap between Paid student proficiency and Free/Reduced lunch student proficiency, resulting in a difference of 14.6%.

The larger of these two differences, the 38.9% difference in Racial groups, leads to Irvington Community School receiving a **Does Not Meet Standard** on the OEI performance framework for the 2013-14 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	Not Evaluated				<b>DNMS</b>		
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					95.6%	<b>MS</b>
	High School Grades					92.2%	<b>DNMS</b>

Starting at the age of 7, students in Indiana are required

to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Irvington Community School's elementary/middle school grades had an average attendance rate of 95.6%, while the high school grades averaged 92.2%.

Irvington Community School has an aggregate attendance rate of 94.5%, although many grade levels did meet the 95% standard. Due to its aggregate rate, however, Irvington Community School received a **Does Not Meet Standard** on the OEI performance framework.

#### Attendance by Grade Level

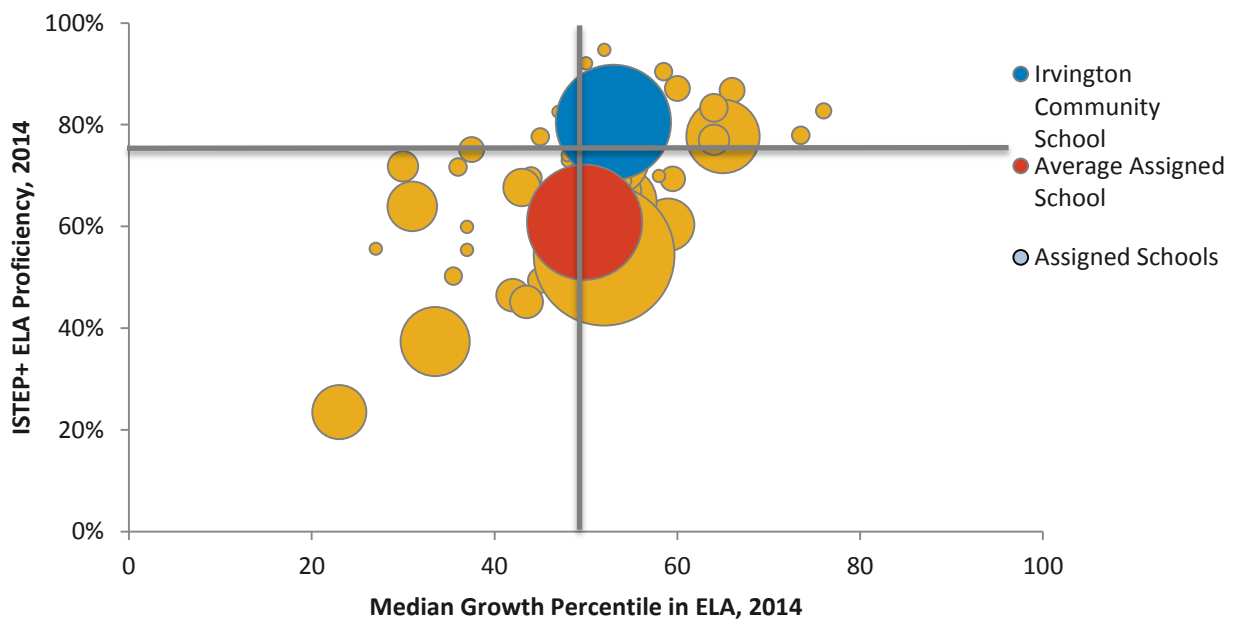
Kindergarten	<b>97.0%</b>	7 <sup>th</sup> Grade	<b>94.6%</b>
1 <sup>st</sup> Grade	<b>95.3%</b>	8 <sup>th</sup> Grade	<b>95.3%</b>
2 <sup>nd</sup> Grade	<b>95.4%</b>	9 <sup>th</sup> Grade	<b>92.2%</b>
3 <sup>rd</sup> Grade	<b>96.2%</b>	10 <sup>th</sup> Grade	<b>92.6%</b>
4 <sup>th</sup> Grade	<b>95.4%</b>	11 <sup>th</sup> Grade	<b>91.9%</b>
5 <sup>th</sup> Grade	<b>95.3%</b>	12 <sup>th</sup> Grade	<b>92.1%</b>
6 <sup>th</sup> Grade	<b>95.6%</b>		
Overall Average		<b>94.5%</b>	

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	MS	ES	MS	ES		

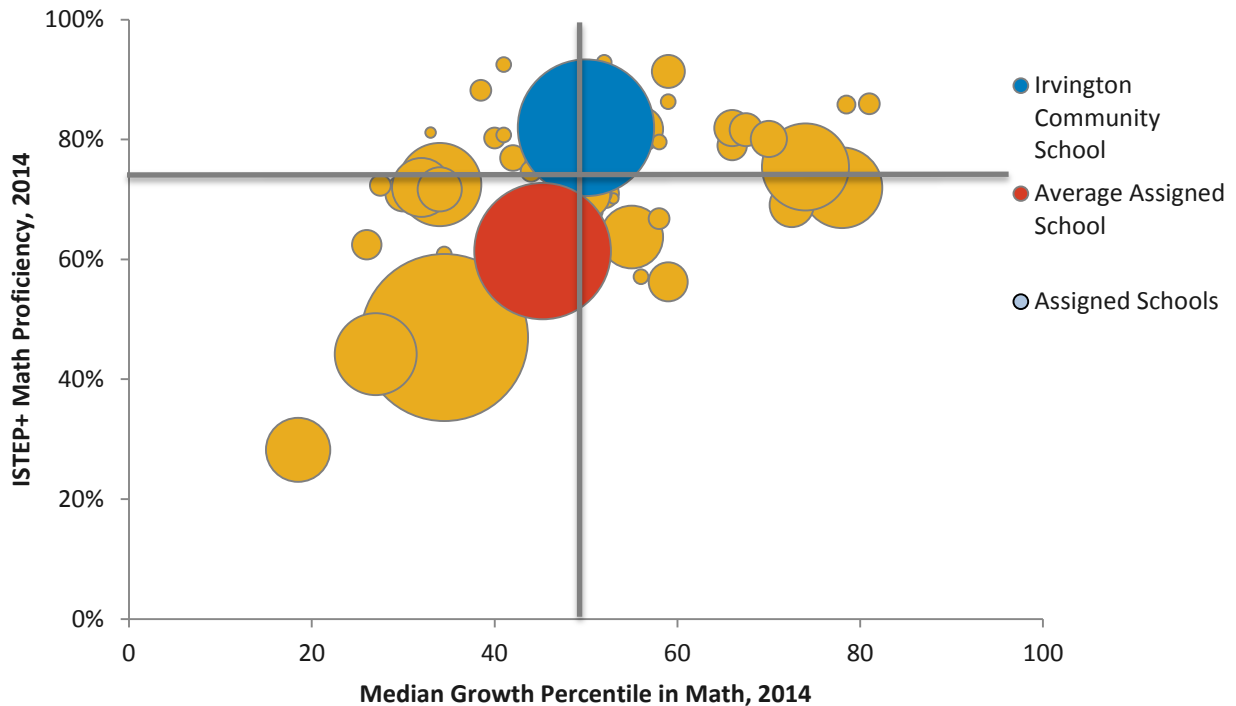
The Office of Education Innovation compared the performance of Irvington Community School to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Irvington Community School. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Irvington Community School students.

As shown below, Irvington Community School students' overall proficiency outpaced that of their peers in English/Language Arts. Irvington Community School students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, Irvington Community School students' overall proficiency outpaced that of their peers in Math. Irvington Community School students also had a higher Median Growth Percentile (MGP) in Math.



In combination, Irvington Community School students outperformed their peers in four of four categories, earning the rating **Exceeds Standard** for the 2013-14 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16



	Not Evaluated	MS		
School-specific Information	<b>Goal</b>		<b>Result</b>	<b>Rating</b>
	Irvington Community Elementary & Middle Schools will decrease the targeted number of students at each grade level who score below grade-level RIT range on the Spring administration of the NWEA Reading assessment.		Met	ES
	By the end of the 2013-14 school year, 33% of 9-11 graders will meet or exceed the grade level benchmark in math and science as measured by the spring PLAN/EXPLORE exams.		29%	AS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2013-14, Irvington Community School set its first goal around student achievement on the NWEA Reading assessment. The school reports that all grade levels met their targeted goals, earning an **Exceeds Standard** on the first goal.

Irvington Community School set its second goal around student achievement on the PLAN/EXPLORE exams. The school reports that 29% of students met the requirements for this goal in math, and 28% in science, earning the school an **Approaching Standard** on its second goal.

Overall, Irvington Community School received a **Meeting Standard** on the OEI performance framework for this indicator.

#### School Mission Statement

**Irvington Community Schools' Mission is to...**

- Provide a small, safe learning community where respectful behaviors are modeled and expected.
- Partner with students and families to focus on a college preparatory curriculum that develops a strong work ethic in order to achieve academic growth.
- Prepare all students for successful post-secondary experiences as responsible citizens by being involved in service-learning opportunities for the betterment of their local and global communities.

**High School Performance Indicators**

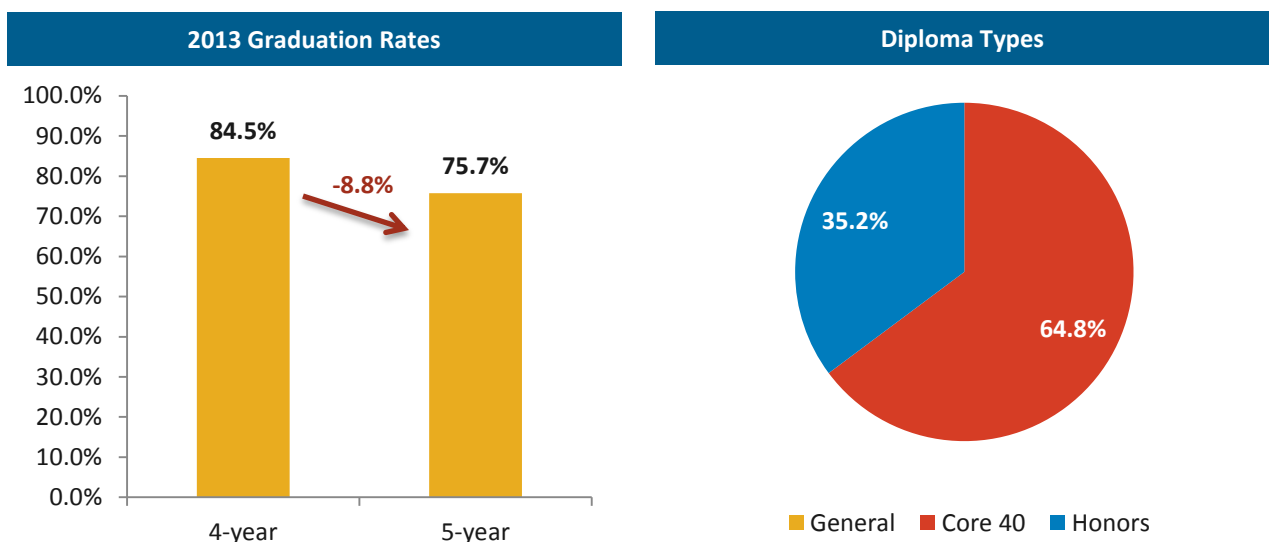
1.8. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?							
<b>Indicator Targets</b>	Does not meet standard		School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.				
	Approaching standard		School's 4-year graduation rate is 70.0-79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.				
	Meets standard		School's 4-year graduation rate is 80.0-89.9%, or the school demonstrated greater than or equal to a 10.0 percentage point increase from its 4-year to 5-year graduation rate.				
	Exceeds standard		School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.				
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2009-10	2010-11	2011-12	<b>2012-13</b>	<b>2013-14</b>	2014-15	2015-16
	Not Evaluated				MS		

The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student's first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school's four-, five- and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by October 1<sup>st</sup> of their cohort's graduation year as four-year graduates. Because of this extension, graduation rates are measured a year in arrears for accountability purposes in order to capture those students who graduate after the end of the school year in May.

For the 2013-14 school year, OEI assesses Irvington Community School by reviewing the results of 2013 graduation. The school's 2013 four-year graduation rate was 84.5%, while its five-year graduation rate was 75.7%. The school showed a 8.8% decrease from its four-year to five-year graduation rate.

From this data, the school earned a **Meets Standard** for this indicator on the OEI performance framework.



1.9. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				Not Evaluated		

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socceconomic status.

In order to examine subgroup proficiency, a school must have at least 30 students enrolled in more than one subgroup in its 10<sup>th</sup> grade cohort. Because Irvington Community School did not enrolled 30 students in more than one subgroup, the school was **not evaluated** on this indicator.

1.10. Is the school preparing students for college and careers?							
Indicator Targets	Does not meet standard		Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Approaching standard		30.0 - 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Meets standard		40.0 - 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Exceeds standard		At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				ES		



The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.

Of Irvington Community School's 2013 graduates, 52.1% were deemed college- or career-ready by the Indiana Department of Education. Due to this rate, Irvington Community School earned an **Exceeds Standard** on this indicator in the OEI performance framework.